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**METHODOLOGY OF ARTISTIC EXCELLENCE TRAINING
OF PRIMARY SCHOOL TEACHERS**

Specialty 531.01 – General Theory of Education

**SUMMARY of the
Doctoral Thesis in Education Sciences**

CHISINAU, 2023

The thesis was elaborated within the Doctoral School of ‘Education Sciences’, „Ion Creanga” State Pedagogical University, Chisinau, Republic of Moldova.

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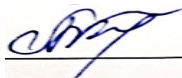
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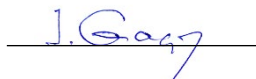
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List of Abbreviations

In Romanian:

EACD - Excelența artistică a cadrelor didactice

EA - Excelența artistică

CA - competențe artistice

CACD - Competențele artistice ale cadrului didactic

CDE - cadre didactice excelente

CLA - Competența literar-artistică

CAP - Competența artistico-plastică

CC - competența coregrafică

CT - competența teatrală

SP – standarde profesionale

AI - aria intrapersonală

AS - aria socială

PCCÎD - procedeul de comparare în cercetare „înainte și după”

CEA - Componentele excelenței artistice

LE – Lot experimental

FPC- Formarea profesională continuă

USARB – Universitatea de Stat „Alec Russo” din Bălți

In English:

UNESCO – United Nations Educational, Scientific and Cultural Organization
AE- Artistic excellence

AET- Artistic excellence of teachers

IA- Intrapersonal area

SA-Social area

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The timeliness and importance of the problem addressed arises from the constant trend towards the permanent renewal of professional standards, which involves reconsidering the national system of university teacher training. The scientific concern for research and training of artistic excellence of teachers results from the orientation of higher education pedagogy towards the definition of new professional competencies in line with the dimensions of educational policies: competency standards, competency-based curriculum, etc., generated by the current challenges of contemporary society calling for the strengthening of pedagogical artistry [25] through national policy documents: the Education Code, Professional Competence Standards for Teachers in General Education, Learning Efficiency Standards, Competence-Based School Curriculum, (2018-2019 edition), Methodology for the Implementation of Qualification Standards by Higher Vocational Education Institutions (2020), National Development Strategy “Moldova 2030”, Global Development Agenda 2030, Standards for Teacher Training promoting the idea of training artistic excellence. In the context of pedagogical training issues, it is noted that, although in primary education the affirmation of artistic skills of teachers is required, at the moment artistic excellence is insufficiently addressed theoretically, and the practice of education demonstrates insufficient preparation of teachers for artistic communication.

The analysis of the situation in the field of research determines the significant refinement of training methodologies, *necessary for the assertion of artistic skills of teachers in primary education to ensure the psychological wellbeing of young students* [28].

The framing of the topic in international, national, interdisciplinary as well as trans-disciplinary concerns and a brief presentation of the previous research results.

At the international level, the concept of *competence*, in general, and the formation of artistic competencies, in particular, is dealt with by numerous authors: N. Chomsky, J. de Vito, X. Roegiers, M. Ionescu, A. Stoica, L. Şoitu, I. O. Pânişoară, L. Iacob, A. H. Леонтьев, А. Ю. Сергиенко etc.

At the national level, it is dealt with by the following scholars: Vl. Pâslaru, T. Callo, V. Goraș-Postica, A. Gremalschi, I. Achiri, M. Hadârcă, L. Sadovei, N. Sacoliuc, V. Cojocaru, A. Zbârnea, etc. In the research on the development of teachers' emotional culture, M. Cojocaru-Borozaan promotes the new research direction, Pedagogy of Emotional Culture, in the context of which she approaches a system of attitudes integrated into social competencies, recognized by the scientific community as pedagogical competencies that certify the role of emotional culture in ensuring professional success. The author states that “in pedagogical communication informational and affective-attitudinal contents are transmitted”. From these considerations, we deduce that the training of teachers' artistic competencies would facilitate the growth of professional culture.

The disciplines of the artistic field offer possibilities for the training of artistic skills of the teachers in the making. It is well known that the educational practice of professional training of primary school teachers is confronted with teleological, content, and methodological inconsistencies, and this situation has generated **the research problem**: the training of artistic excellence of teachers from the perspective of professional standards. Analyzing the importance of the artistic excellence training of teachers, it was concluded that **the research problem** results from the timeliness, relevance and the complexity of the artistic excellence training and requires solving contradictions between the urgency of promoting artistic excellence of teachers and the theoretical and methodological difficulty of the artistic excellence training of primary school teachers. Although there are research studies on the theory and praxeology of teacher training, they are concerned with particular dimensions and not with an integral scientific and praxiological concept.

The theoretical-methodological concerns of the scientific community are rooted in the intention to formulate a competent answer to the questions:

- *What is the scientific essence of the artistic excellence of teachers?*
- *What could be the components of the technology for the training of artistic excellence of teachers in primary education?*

Research aim: theoretical conceptualization of artistic excellence, development and experimental validation of the Technology for Training Artistic Excellence of Primary School Teachers.

Research objectives:

1. To establish the epistemological foundations of artistic excellence from the perspective of artistic competence in the context of teacher training;
2. To elucidate the specifics of the training of artistic excellence of primary school teachers;
3. Scientific conceptualization of the Theoretical Model of artistic excellence of teachers;
4. Development and experimental validation of the Technology of Artistic Excellence Training in the context of primary school teacher training;
5. Step-by-step description of the dynamics of artistic excellence training for teachers;
6. Formulation of scientific conclusions on the training of artistic excellence of primary school teachers.

Research hypothesis: the methodology of training artistic excellence of primary school teachers can become effective providing: the epistemological foundations of artistic excellence from the perspective of artistic competences in the context of teacher education will be established; the specifics of the training of artistic excellence of primary school teachers will be elucidated; the theoretical model of artistic excellence of teachers in the context of the intrapersonal area and the social area targeted by the values of artistic excellence of teachers will be scientifically conceptualized; the Technology of training of artistic excellence of teachers will be developed and experimentally validated, which involves the development of the university subject curriculum and methodological support to the subject "Artistic skills of the teacher" and the positive development of the training of artistic skills of primary school teachers will be experimentally demonstrated.

The methodology of scientific research is supported by the global trends of research of the teacher education system which records relevant studies on the training of professional skills: theories, concepts, approaches, models and concepts generated in the context of educational sciences, promoted in policy documents. The epistemological benchmarks for the

research of the methodology of teachers' artistic competences training have included:

- The concept of *culture and artistic culture* (I. Gagim, M. Cosumov, S. Cristea, Vl. Pâslaru, T. Callo, T. Vianu, L. Blaga, A. Clapatiuc, J. R. Baldwin, S. L. Faulkner, M. L. Hecht, S. L. Lindsley, W. Dilthey, O. Spengler); the concept of *school curriculum* (Al. Crișan, V. Guțu, S. Cemortan);
- The concept of *artistic excellence* (Adrie Van der Rest, Sir Brian McMaster, R. Rosenthal, Moore Elliot, M. Volman, Frank van der Duyn, M. Miguéns, L. Harvey, L. Baxter, E. Pașca, A. Г. Переверзев, М. А. Полонская, М. Т. Акрамова);
- The concept of *pedagogical artistry* (Ж. В. Ваганова, О. С. Булатова, Л. М. Можейко, Л. Н. Куликова, В.А. Комаров, Л. М. Александрова, Т. С. Тюменева, С. Д. Якушева, А. В. Зюзина);
- The concept of *professional competences of teachers* (Э. В. Шачкова, С. Ю. Егорова, Т. В. Надолинская) and *artistic competences* (Л. А. Еремизина, А. В. Гриценко, Н. В. Беспалова etc.);
- The term of *professional referential of teachers* (Vl. Pâslaru, I. Negură, L. Papuc);
- *Theories of artistic skills* (L. Ciobanu, A. Bejan., T. Hubenco, J. Piaget, M. Golu, M. Fonta, N. Mitrofan);
- theories of *knowledge of the biopsychic potential of young schoolchildren* (M. Borozan, L. S. Vâgotski, A. V. Zaporojeț, Ed. Claparede, F. Bejan);
- theories *on school onset and adaptation* (D. B. Elconin, M. Lisina, A. Coașan, E. Crețu, J. Racu, S. Chirilenco);
- integrated content theories* (J. Bruner, J. Dewey, C. Cucos);
- *teacher training standards* (Vl. Guțu, E. Muraru, O. Dandara);
- *the system of pedagogical competences and professional competences* (L. Ciobanu, Iu. Postolachi [5, 47], V. Chiș, T. Pușca);
- *Dual-constructivist concept of professional competence training of teachers and the new research direction - Constructivist pedagogy of professional competences* (in continuous professional training of teachers) (Al. Afanas, 2023) etc.

In the research, state documents (Education Code) and normative acts (study plans, analytical programs, school manuals, curricula) were used as sources.

The synthesis and justification of scientific research methodology is outlined in the context of the complex research problem, the diversity of scientific fields of research by designing and applying a system of investigation methods: the bibliographic method, conversation, observation, questionnaire, pedagogical experiment, mathematical processing of experimental research data.

The main scientific results of the research are as follows:

- Establishing the epistemological foundations of artistic excellence in the context of teacher education;
- Systematization of the ideational content related to the relevance of artistic competences in the context of professional standards;
- Scientific conceptualization of the Theoretical Model of Artistic Excellence of Teachers;
- Description of artistic excellence in terms of artistic competences specific to the teaching profession;
- Specification of the factors determining the formation of artistic excellence of primary school teachers;
- Creating new knowledge in the field of university pedagogy by defining and extending the meaning of the notion of artistic excellence of teachers, the artistic profile of teachers;
- Identifying the values of artistic excellence and formulating scientific conclusions on the formation of artistic excellence of primary school teachers;
- Theoretical and practical contribution to the development of the university pedagogical curriculum by integrating the specific contents of artistic excellence training;
- Development and experimental validation of the Technology of artistic excellence training in the context of professional training of primary school teachers.

The experimental results obtained in the applied-theoretical research **have contributed to the solution of the important scientific problem** that lies in the development and implementation in the practice of education of young students of the *Technology of training of artistic excellence in the context of professional training of primary school teachers*. The findings of

the research can be used in reconsidering the existing conceptions of the teacher training system.

The implementation of the scientific results was carried out through experimental investigations, conducted with students from Alecu Russo State University of Balti by means of the discipline of *Management of Theatre Activities. Artistic skills of pedagogues*, First Cycle - Bachelor's degree, and with teachers through the implementation of theoretical and applied foundations, represented by *the Theoretical Model of Artistic Excellence of Teachers and Technology of Artistic Excellence Training in the context of professional training of primary school teachers*, through participation in national and international conferences, publication of materials, course materials and activities with students and teachers.

Publications on the thesis topic: 16 scientific publications [32], [33], [34], [35], [36], [37], [38], [39], [40], [41], [42], [43] [44], [45], [46], [47].

Volume and structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, references and appendices.

Key concepts: artistic excellence, artistic skills, artistry, values of artistic excellence.

THESIS CONTENTS

The introduction includes a synopsis of scientific ideas on the timeliness of the topic and the importance of the research topic, a description of the state of the art in the research field and the description of the research problem, the aim and objectives of the research, the research methodology, the implementation and validation of the research results, the volume and structure of the thesis.

Chapter 1. Theoretical premises on artistic excellence of teachers presents the development of the scientific content of the term artistic excellence, artistic competencies in the professional referential of teachers. The scientific content of the chapter explores the current development of the professional training system for teachers, demonstrating the relevance of artistic excellence in the context of professional standards for primary school teachers. The evolution of the scientific meanings of the term artistic excellence, which emerged to describe the high degree of perfection in the field of activity and developed by highlighting the most relevant characteristics of

people representing certain professions (of primary school teachers, in our case), is asserted by superior, desirable and exceptional performances.

The presentation of various approaches (philosophical, psychological, pedagogical, sociological), starting with the analysis of dictionary definitions, led to the observation that the term artistic excellence has developed from personal quality to professional artistic skills, confirmed in the professional environment through values (cognitive, psychomotor and affective). The elucidation of the main scientific categories (artistic excellence and artistic competencies) by examining the meanings attributed to the concepts addressed in the literature is the essence of the chapter's content. The discovery of the most significant authors and scientific approaches shows the need for the relevant study of artistic excellence in the context of professional standards for primary school teachers, in relation to which education policy documents formulate high demands in the light of the challenges of the knowledge society.

In the philosophical sense, *excellence* concerns a whole processuality through which mankind expands its area of existence (I. Kant, G. W. Hegel, M. Fonta, L. Blaga). From a psychological perspective, *the artistic excellence* of teachers has a profound impact on the development of their teaching careers (I. Gagim, J. Piaget, P. I. Galperin, L. S. Vâgotski, S. L. Rubiņstein). *Artistic competence* is a resource for stimulating the process of continuous training and development of teachers (I. Gagim, M. Cosumov, M. N. Scatkin, M. A. Danilov, S. Cristea, I. Nicola). In the literature there are various points of view on artistic excellence and artistic competencies, approached as dimensions of personality formed in the process of professional training (M. Borozan, T. Hubenco, D. Salade, L. Ciobanu, Al. Afanas, G. Mialaret, G. De Landsheere, I. Jinga, M. Călin). *Artistic competencies* are formed through the use of curricular content. From the point of view of the researcher O. Borș (2017), the artistic competence profile of teachers is a construct describing the complexity of knowledge, skills and attitudes required for the teaching profession. The ideal teacher is empathetic, adaptable, creative (pedagogically), with communication skills, integrity, with digital skills, eager to learn continuously, and inclusively, respects everyone, is curious, dedicated to

the profession, respectful of the profession, authentic, responsible, collaborative, loves children, is centered on students' needs and is ethical (in order of mentions) [Apud, 34, p. 2].

Following the study of the scientific literature, we conclude: *the artistic excellence of teachers* includes artistic skills, emotional culture and professional skills. From our point of view, primary school teachers possess artistic excellence when they meet the artistic competencies circumscribed by emotional culture and demonstrate professional competencies. Researcher Vl. Pâslaru testifies to the pedagogical community: „Values are things and bodies that are significant to individuals and human groups. We deduce, that not only educational contents are values, but also educational objectives, the way of valorisation of contents to achieve objectives, educational methodologies, and the finalities (competencies, character traits and behaviours) appreciated as values” [18, p. 112].

The problem that emerges in this context refers to the presence in the pedagogical literature of uncertainties of a connotative nature of the spectrum of meanings of the terms artistic excellence and artistic competencies. This epistemic state of affairs has led to the study of the scientific developments in the evolution of the concept of artistic excellence and artistic competencies necessary for the formulation of a new definition from the perspective of the concerns of teachers, arising from the conditions of the global crisis of education in general and the crisis of values in particular. From our point of view, artistic excellence reflects the system of personal and social qualities that allow the affirmation of the teacher's personality, manifested in the assumed life projects, oriented towards the self-realization of individual potential that ensures the formation of identity and social validation of integrity, authority and personal individuality [36, p. 46]. In the following Chapter we propose to describe the *Theoretical Model of Artistic Excellence of Primary School Teachers* conceptualized by determining the scientific content. Continuing professional development is intended to develop the competencies necessary to realize the multiple newly emerging professional roles, functions as well as organizational duties [1, p. 63].

Chapter 2. Conceptual and methodological milestones in the training of artistic excellence of primary school teachers includes methodological considerations on the training of artistic excellence in the context of professional standards for teachers. Excellence is frequently used analogously with the term quality (“high” standards).

The process of transfiguring values into the content of a new conceptual model of artistic excellence and the description of specific artistic competencies is the result of current research by researchers in the field on models of teachers' artistic excellence which facilitated the highlighting of the main professional values reflected in the Theoretical Model of Artistic Excellence of Primary School Teachers, organized in two priority areas represented by the values of artistic excellence. The AE characteristics reflect some of the capabilities embedded in the teacher profile (Figure 1.) [47].

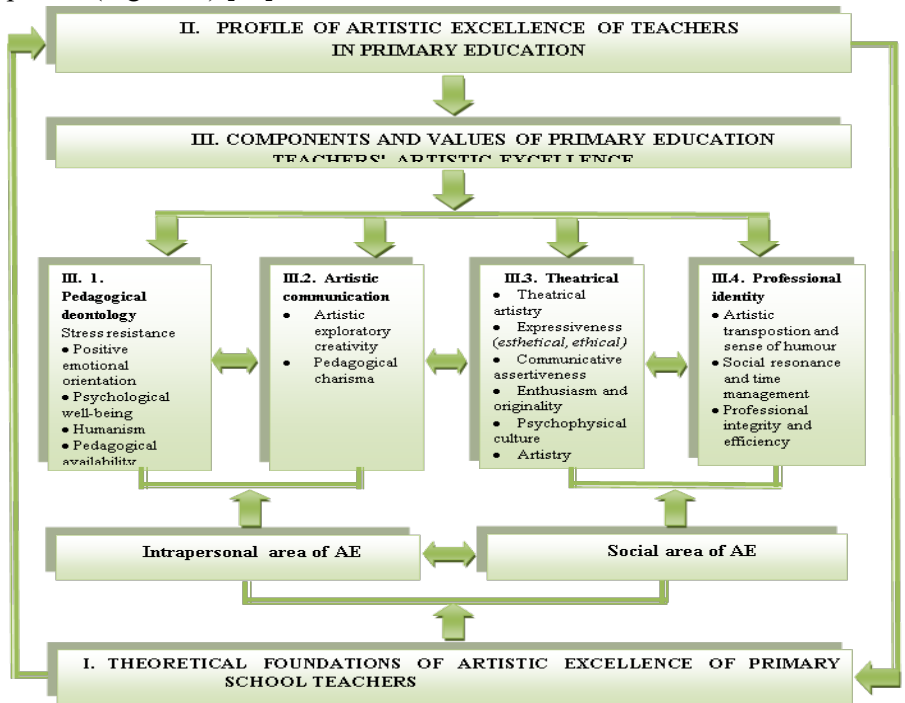


Figure 1. The theoretical model of artistic excellence of primary school teachers

Chapter three constitutes the context in which we describe the data from the observation stage, in which the particularities of teachers' artistic expression in primary education were established. Subsequently, we will present the *Technology of Artistic Excellence Formation in the context of primary school teachers' professional training* and the comparative mean values of teachers' artistic excellence obtained at the control stage of the pedagogical experiment.

Chapter 3. Praxiology of teacher training for artistic excellence.

In Chapter three we elucidated the experimental approach to researching teachers' artistic excellence in the context of professional standards. The results of the theoretical investigation and the complex problems of the research of artistic excellence of teachers determined the design of the experimental research, carried out in 2018-2020.

The experimental procedure on the evaluation of the degree of training of artistic excellence of teachers focused on the involvement of two categories of subjects in the stages of the pedagogical experiment: student teachers, in the process of initial training (Cycle 1) and teachers, attending in-service training courses at the Alecu Russo State University of Balti.

The pedagogical experiment was carried out by following the three classical stages - **observation, training, and control** and involving the research group in the stages, following the principles of the "before and after" technique.

In order to determine the level of *artistic excellence of teachers* (AET), an empirical research was initiated to achieve the **objectives** of (a) delineating the priority values of student teachers; (b) determining the components of artistic excellence of student teachers; and (c) measuring the levels of artistic excellence in students for the *intrapersonal area and the social area* (IA and SA). In accordance with the formulated **objectives**, the research was designed to assess the areas of artistic excellence and the contemporary relevant value system subscribed to them from the perspective of student teachers.

The research tools aimed at the procedure of "before and after" research comparison of values selected from pedagogical literature and correlated with values promoted in educational policy documents:

Integrity	social resonance	sense of humour
stress resistance	pedagogical charisma	artistic creativity
enthusiasm	theatrical artistry	pedagogical
efficiency	artistic transposition	availability
psychological	exploratory creativity	humanism
comfort	choreographic culture	psychophysical
originality		culture

The student teachers were asked to select the most important values in their view from among those presented in the questionnaire, thus describing their value priorities. The experimental research involved 284 subjects, 104 of whom were students and 180 teachers. This study is important because student teachers are a strong predictor of a wide range of behaviours and for anticipating professional problems. The research design was conceived by developing the necessary instrumentation in order to determine the level of formation of artistic excellence values of student teachers and the degree of methodological preparation of teachers for the formation of artistic excellence in accordance with the demands of contemporary society.

Table 1. Structure of the research sampling

Group Category	Total	Year of implementation	No. of subjects per year/ Specifications		Research methods
Students	104	2018	36	PE21Z, PP21Z, PP22Z	Questionnaire to assess the values of artistic excellence of student teachers (Appendix 6)
		2019	20	PE21Z, PP21Z, PP22Z	
		2020	48	PP31R, PP32R, PP33R	
School teachers	180	2020	61	PîP F/ Specialization <i>Pedagogy in Primary Education</i> , Module <i>Specialty Didactics</i> , Discipline	Self-assessment test of artistic excellence of primary school teachers
		2021	119	Speciality <i>Primary Education Pedagogy</i> , Module <i>Specialty Didactics</i> ,	

At the experimental research stage a single research sample consisting of students and teachers was involved, as the subject *Artistic Skills of the Teacher* is taught for one semester and the „before and after” research comparison procedure was used.

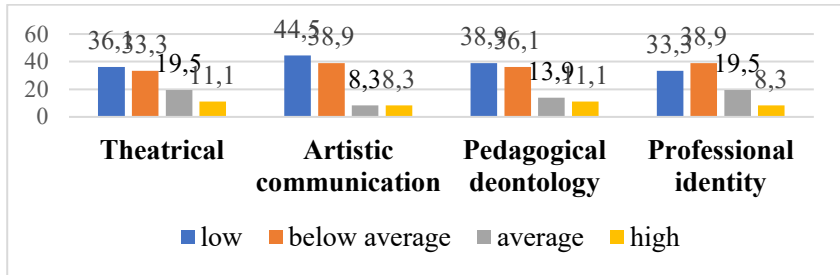


Figure 2. Levels of student artistic excellence: AE components, 2018

For the high level, student teachers attach great importance to the theatrical component (11.1%), pedagogical ethics (11.1%) and less importance to artistic communication (8.3%), professional identity (8.3%). Average level: theatrical component (19.5%), professional identity (19.5%), pedagogical ethics (13.9%), artistic communication (8.3%). Below average: artistic communication (38.9%), professional identity (38.9%), pedagogical ethics (36.1%), theatrical component (33.3%).

In Fig. 3.4. are the results of 20 students' AE: values for 2019.

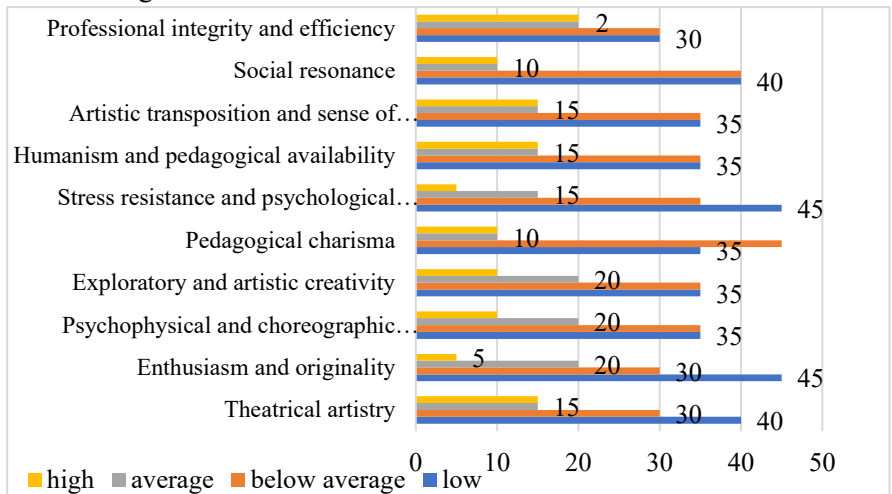


Figure 3. Student artistic excellence results: values, year 2019

Experimentally, we find a strong motivation of student teachers for stress resistance and psychological comfort (45.0%), enthusiasm and professional originality (45.8%).

Artistic and creative activity contains information and emotional saturation, makes the transition of the teacher to a higher level of artistic and pedagogical affirmation.

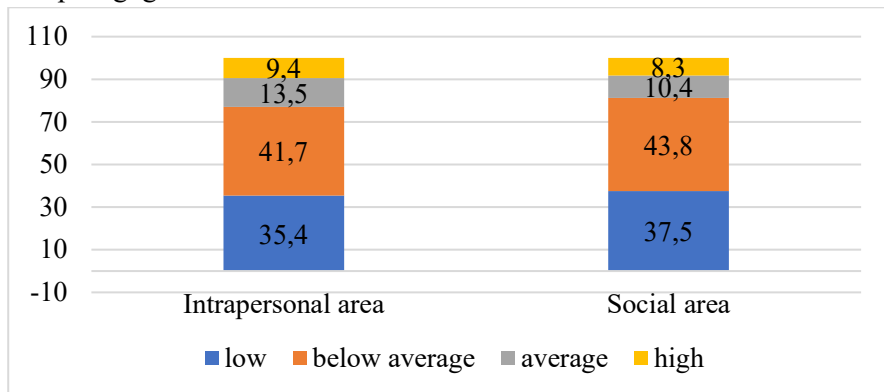


Figure 4. Areas of expression of artistic excellence in students: intrapersonal area and social area, 2020

Turning to the areas of expression of artistic excellence, we see a low number of students placed at the high level for both the interpersonal area (9.4%) and the social area (8.3%). However, progress is observed at the low and below average level for both areas of expression of artistic excellence. We find obvious difficulties in the relevant analysis of the experimental data for each of the values of artistic excellence of students and teachers. The most significant impediments to students' affirmation of artistic excellence in the social area are reflected in the results for pedagogical charisma. Higher values were demonstrated by teachers on the theatrical artistry indicator. Interestingly, higher enthusiasm and originality were demonstrated by students.

Next we present the results of the observation stage of the pedagogical experiment, organized in the period 2020-2021 on a sample of 180 teachers from the continuous training courses at the program „Pedagogy in Primary Education”, Alecu Russo State University of Balti

(USARB). The purpose was to evaluate the levels of AE of teachers from the continuous training courses, USARB.

We present the levels of artistic excellence of teachers by *components* in Figure 5. The analysis table shows 61 school teachers in 2020 and 119 teachers in 2021.

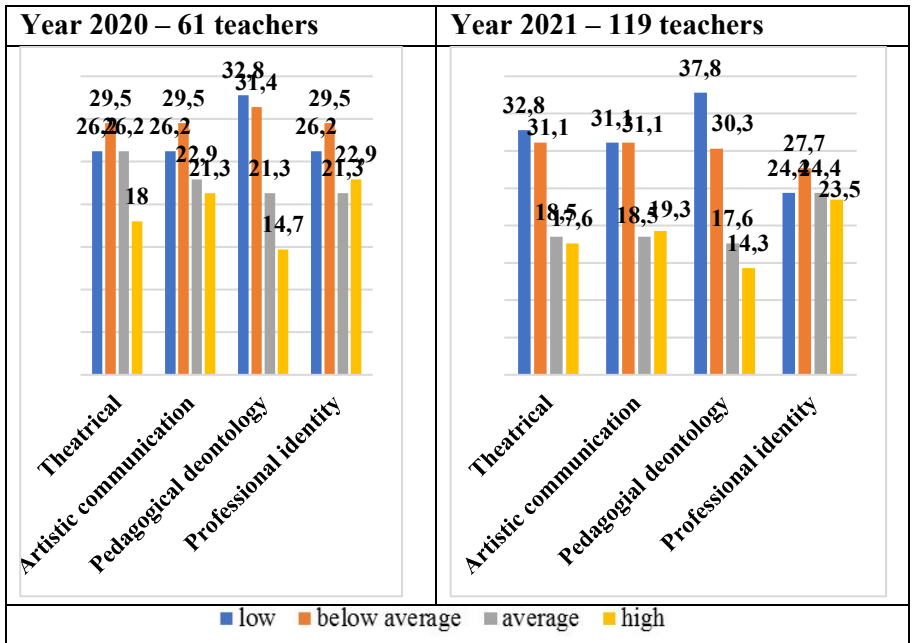


Figure 5. Levels of teachers' artistic excellence: components

In this respect, we find that the low and below average level is high compared to the high and average level.

Careful examination of the experimental data allows us to deduce that, at the stage of ascertainment, there are differences between the low level being higher than the high level and the medium level being lower than the below medium level, which suggested us to design training activities for teachers' artistic excellence within the continuous professional training courses in the program "Pedagogy in Primary Education", USARB [34, p.175].

Based on the results recorded at the ascertainment stage and the in-depth understanding of the components of the Theoretical Model of Artistic Excellence of Primary School Teachers, presented in Chapter 2, and based

on the components and values of artistic excellence of CDĪP (pedagogical deontology, artistic, theatrical communication, professional identity), it is required to create a *Technology of Training Artistic Excellence of Teachers*.

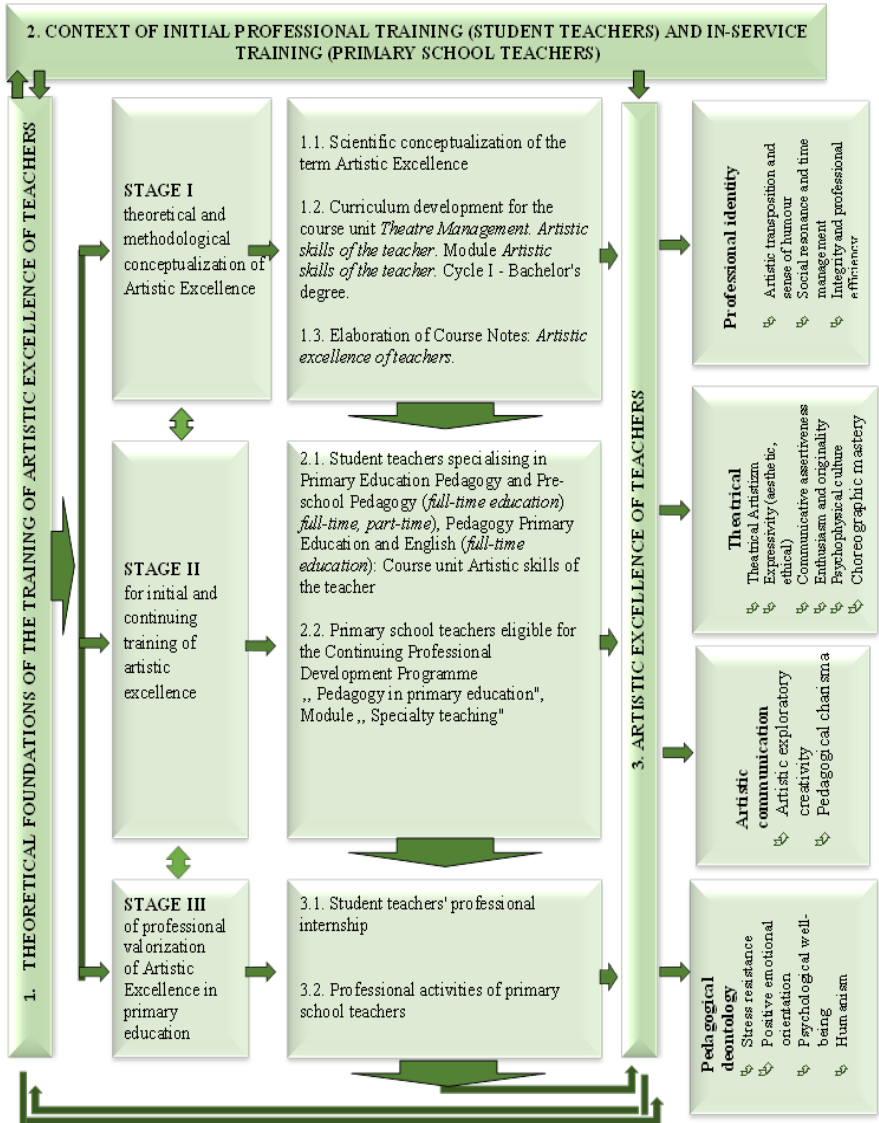


Figure 6. Technology for the Training of Artistic Excellence of Teachers

The implementation of the *Technology for the Training of Artistic Excellence of Teachers* in initial training programs (with students) and in-service training (teachers) **was carried out in three stages**: theoretical and methodological conceptualization of AE, initial and in-service training of AE, professional valorization of AE in primary education.

For teachers, models of projects of educational activities for primary school students in the subject of *Technological Education (practical course. Didactics of Technological Education)* were developed; in-service training courses were organised in *Technological Education (practical course. Didactics of Technological Education)*; the values of artistic excellence are included as content units in the curriculum of the respective course unit and in *Theatre Activity Management. Artistic skills of teachers. Course unit Management of Theatre Activities. Artistic skills of the teacher* is a specialist subject, aimed at forming the values of artistic excellence in students.

The curricular products (course unit curriculum and course notes) were the basis for the development of the next stage of the *Technology for training artistic excellence of primary school teachers*.

Stage II. Initial and continuing professional training for artistic excellence included university teaching activities, carried out with student teachers and school teachers from continuing education courses, at the university course units *Management of Theatre Activities. Artistic skills of the pedagogue, Technological education (practical course). Didactics of Technological Education*, for student teachers and in initial training and continuing training programmes in the module *Didactics of the speciality (course unit Didactics of Technological Education)*. *The objectives of teacher training*, defined by knowledge-application-integration, supported the artistic excellence training pathway through which trainees acquired knowledge on artistic excellence. *The didactic technology* adopted for the needs of the experiment is aimed at in-service teacher training carried out through traditional training (face-to-face) and blended learning, which is a training model in which the following were combined: traditional training (face-to-face), carried out through lectures and interactive practical classes; independent learning activity of teachers (with the use of ICT), (self-study learning) and collaborative learning (online collaborative learning) [4].

The applications and practical exercises during the lectures and seminars were opportunities to apply in practice the theoretical knowledge acquired by the trainees to strengthen their professional skills.

Stage III. Professional valorisation of Artistic Excellence in Primary Education - is described through the professional practice placement of student teachers and the professional work of primary school teachers.

The professional internship of student teachers was valorized through introductory and summative conferences, development and realization of daily teaching projects, attendance at classes of teacher-mentors in the primary education application institution. In the process of training teachers' artistic excellence, strategies of critical thinking development were used, with a pronounced interactive character: methods based on experience (real and simulated); systematic and independent observation, case study, inquiry method, critical incident, etc.

The curricular activities within the curricula of the first cycle, undergraduate and continuing professional training curricula have led to the development of behaviours specific to artistic excellence, the subjects involved in the research demonstrating *pedagogical deontology* (resistance to stress, positive emotional orientation, psychological comfort, humanism, pedagogical availability), *theatrical* (theatrical artistry, expressiveness (*aesthetic, ethical*), communicative assertiveness, enthusiasm and originality, psychophysical culture, choreographic mastery), *artistic communication* (artistic exploratory creativity, pedagogical charisma), *professional identity* (artistic transposition and sense of humour, social resonance and time management, professional integrity and efficiency).

After the implementation of the *Teacher Artistic Excellence Training Technology*, we conducted the last stage of the pedagogical experiment and obtained the comparative mean values of teachers' artistic excellence. The experimental measurements were conducted separately for each group of subjects in order to determine the levels: low, below average, average, high based on the students' artistic excellence values.

In the experimental research, we continue with Figure 7, which reflects the artistic excellence values for the areas: *intrapersonal and social* with 48 students in 2020.

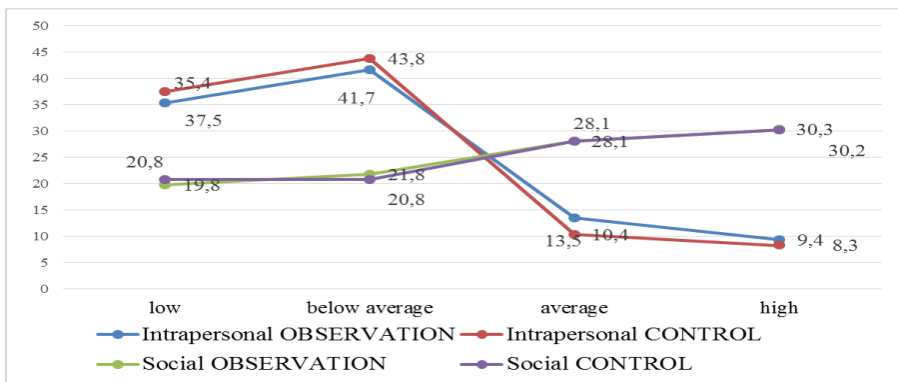


Figure 7. Areas of artistic excellence: intrapersonal and social, year 2020 -2021

Comparatively, there is a positive dynamic at the control stage. The social area has a greater weight on students' artistic excellence and students' awareness of the intrapersonal and social areas has increased.

We can state that at the control stage the results for the high and medium level are higher vis-a-vis the below medium and low level, which decreases for both 2020 and 2021.

Figure 8 ranks the areas of teachers' artistic excellence: *intrapersonal and social*, for the finding and control stages, years 2020 and 2021.

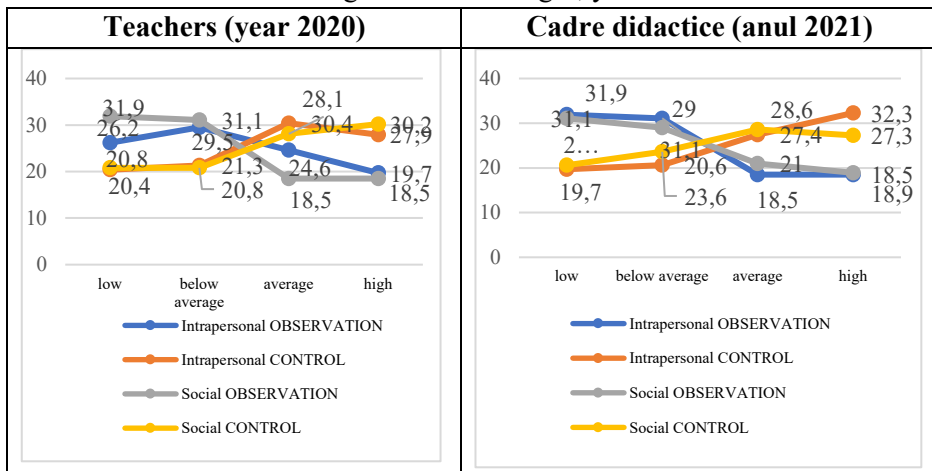


Figure 8. Areas of teachers' artistic excellence: intrapersonal and social, stages of observation and control

The experimental data obtained from the implementation of *the Artistic Excellence Training Technology in the context of primary school teachers' professional training* confirmed the research hypothesis being experimentally demonstrated the positive dynamics of artistic excellence training of primary school teachers.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The in-depth study of the pedagogical literature allowed to establish some inconsistencies in the definition of the main concept of the research - artistic excellence of teachers. In the context of the theoretical-experimental research *we have resorted to the concept of artistic excellence which in the field literature represents a set of artistic competences needed by teachers for the deontological affirmation of professionalism based on pedagogical artistry in students' education*. By achieving the research objectives, *the relevance of artistic excellence in the context of professional standards of primary school teachers was established*.

2. From the perspective of the research objectives, *the evolution of the scientific content of artistic excellence and artistic competences in the professional referential of teachers has been described*, and the value of artistic excellence in enhancing the professional culture of teachers has been scientifically demonstrated, emphasizing the relevance of artistic competences in the context of professional standards of primary school teachers. *It has been scientifically demonstrated that teachers who have well-formed values of artistic excellence* express the deontological elegance of pedagogical conduct, affirm themselves by constantly updating artistic attitudes, culture and professional success.

3. In the context of the problems generated by the importance and difficulties of the formation of artistic excellence through theoretical documentation, *the investigation led to the determination of the epistemological foundations of artistic excellence of teachers*, described through various scientific approaches, with the priority values of artistic excellence being highlighted (Chapter 1, 1.1, 1.2).

4. *The description of the essential characteristics of artistic excellence of primary school teachers* generated the need to clarify

specific values (*integrity, stress resistance, enthusiasm, efficiency, psychological well-being, originality, social resonance, pedagogical charisma, theatrical artistry, artistic transposition, exploratory creativity, choreographic culture, sense of humour, pedagogical availability, humanism*), necessary for the design and implementation of the experimental approach (Chapter 2, 2.1).

5. ***The scientific reconsideration of the values of artistic excellence of teachers***, the analytical and synthetic study of the evolution of the term artistic excellence and artistic competencies, of the models of artistic excellence in the view of various researchers in the field ***contributed to the development, scientific foundation and use in university practice of the theoretical model of artistic excellence of primary school teachers***, structured on the basis of the values of artistic excellence. One of the characteristics of the value universe of artistic excellence of teachers is the depth of interpretation of professional experiences through pedagogical reflections (Chapter 2, 2.2).

6. ***The pedagogical experiment***, designed and carried out on a representative sample of subjects, made up of student teachers and school teachers, ***contributed to the formulation of scientific conclusions that highlighted the importance of artistic excellence of teachers from the perspective of professional standards in primary education***. For the needs of the research, ***the Technology for Training Artistic Excellence of Primary School Teachers*** was developed and applied, which enabled the step-by-step development of the values of artistic excellence. *Artistic communication* of teachers with primary school pupils creates the conditions for the valorisation of informational and affective-attitudinal contents stimulating the development of pedagogical sensitivity and emotional intelligence of pupils. The affirmation of artistic communication skills is interpreted in the research from the point of view of the integrity of verbal, para- and non-verbal language expression that is effectively developed in the educational process in primary education (Chapter 3, 3.1).

7. For the formation stage of the pedagogical experiment, the Technology for the formation of artistic excellence of teachers, theoretically based on the **Theoretical Model of Artistic Excellence of**

Teachers, was developed and experimentally validated. The comparative assessment of the experimental data, at the control stage, allowed to conclude about the effectiveness of the actions of elaboration of curricular resources (course notes for student teachers and actions of process-level training of the values of artistic excellence of teachers). The values of artistic excellence of teachers were highlighted which facilitated the description of the levels of training of artistic excellence of student teachers and school teachers. *The scientific problem solved in the research* is to clarify the scientific significance of artistic excellence of teachers within the framework of the Theoretical Model of Artistic Excellence of Primary School Teachers and the implementation of the Technology of Training Artistic Excellence of Teachers that ensured the positive dynamics of experimental values constituting the proof of its effectiveness (Chapters 2, 2.1,3, 3.2, 3.3).

RECOMMENDATIONS:

We provided recommendations for:

Researchers in the field: pedagogical investigation of the values of artistic excellence of teachers and their use in the development of other models of artistic excellence.

University teachers: university valorisation of the theoretical model of the AET and of the Technology of artistic excellence training for primary school teachers.

School teachers: designing educational activities for personal development from the perspective of the priority values of the contemporary era.

Student teachers: self-education for the knowledge and enhancement of artistic excellence in the context of the academic community.

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ADNOTARE
POSTOLACHI Iulia

**„Metodologia formării excelenței artistice a cadrelor didactice din învățământul primar”,
Chișinău, 2023**

Structura tezei include: introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 275 de surse, adnotare (română, rusă, engleză), concepte-cheie, lista abrevierilor, 145 pagini de text de bază, 32 de tabele, 33 figuri, 14 anexe. **Publicații la tema tezei:** 16 lucrări științifice.

Concepte-cheie: excelență artistică, competențe artistice, artistism, valori ale excelenței artistice. **Domeniul de studiu:** Teoria generală a educației.

Scopul cercetării: conceptualizarea teoretică a *excelenței* artistice, elaborarea și validarea experimentală a *Tehnologiei de formare a excelenței artistice a cadrelor didactice din învățământul primar*.

Obiectivele cercetării: stabilirea fundamentelor epistemologice ale excelenței artistice din perspectiva competențelor artistice în contextul formării profesionale a cadrelor didactice; elucidarea specificului formării excelenței artistice a cadrelor didactice din învățământul primar; conceptualizarea științifică a Modelului teoretic al excelenței artistice a cadrelor didactice; elaborarea și validarea experimentală a *Tehnologiei de formare a excelenței artistice în contextul pregătirii profesionale a cadrelor didactice din învățământul primar*; descrierea etapizată a dinamicii formării excelenței artistice a cadrelor didactice; formularea concluziilor științifice privind formarea EA a cadrelor didactice din învățământul primar.

Noutatea și originalitatea științifică ale cercetării rezidă în: stabilirea fundamentelor epistemologice ale excelenței artistice în contextul formării profesionale a cadrelor didactice; sistematizarea conținutului ideatic relevanța excelenței artistice în contextul standardelor profesionale; conceptualizarea științifică a Modelului teoretic al excelenței artistice a cadrelor didactice. Rezultatele obținute în cercetarea teoretico-aplicativă au contribuit la soluționarea problemei științifice importante ce rezidă în elaborarea și implementarea în practica educației elevilor mici a *Tehnologiei de formare a excelenței artistice în contextul formării profesionale a cadrelor didactice din învățământul primar*.

Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare vizează: fundamentele epistemologice privind excelența artistică și competențele artistice în contextul formării profesionale a cadrelor didactice; specificul formării excelenței artistice a cadrelor didactice din învățământul primar; Modelul teoretic al excelenței artistice a cadrelor didactice; *Tehnologia de formare a excelenței artistice în contextul formării profesionale a cadrelor didactice din învățământul primar*; concluzii științifice privind formarea excelenței artistice a cadrelor didactice din învățământul primar.

Semnificația teoretică a cercetării este susținută de descrierea excelenței artistice în termeni de competențe artistice specifice profesiei didactice; clarificarea semnificației termenilor specifici cercetării; precizarea factorilor determinativi ai formării excelenței artistice a cadrelor didactice din învățământul primar; argumentarea științifică a relevanței și a necesității formării excelenței artistice din perspectiva standardelor profesionale pentru profesia didactică; crearea noilor cunoștințe în domeniul Pedagogiei universitare prin definirea și extinderea semnificației noțiunii de excelență artistică a cadrelor didactice, a profilului artistic al cadrelor didactice; identificarea valorilor excelenței artistice și formularea concluziilor științifice privind formarea excelenței artistice a cadrelor didactice din învățământul primar.

Valoarea aplicativă a cercetării este reprezentată de contribuția teoretico-praxiologică la dezvoltarea curriculumului pedagogic universitar prin integrarea conținuturilor specifice formării excelenței artistice; dezvoltarea curriculumului universitar prin includerea disciplinei *Abilități artistice a pedagogului* pentru specialitățile *Pedagogie în învățământul primar* și *Pedagogie prescolară* în contextul standardelor profesionale; elucidarea nivelurilor și a specificului de formare a excelenței artistice a cadrelor didactice din învățământul primar; elaborarea și validarea experimentală a *Tehnologiei de formare a EA în contextul formării profesionale a cadrelor didactice din învățământul primar*, descrierea etapizată a dinamicii formării excelenței artistice a cadrelor didactice, elucidarea experiențelor formării excelenței artistice, în general, și a culturii profesionale a cadrelor didactice din învățământul primar, delimitarea bunelor experiențe ce pot fi valorificate pentru formarea culturii profesionale a cadrelor didactice. Rezultatele experimentale și concluziile cercetării pot fi utilizate în reconsiderarea concepțiilor existente cu privire la sistemul de formare profesională a cadrelor didactice.

Implementarea rezultatelor științifice a fost realizată prin conceptualizarea și validarea experimentală a Modelului teoretic al excelenței artistice și a *Tehnologiei de formare a excelenței artistice în contextul pregătirii profesionale a cadrelor didactice din învățământul primar la Universitatea de Stat Alecu Russo* din Bălți.

ANNOTATION POSTOLACHI Iulia

„Methodology of training the artistic excellence of primary school teachers”, Chisinau, 2023

The structure of the thesis includes: introduction, 3 chapters, general conclusions and recommendations, bibliography from 275 of sources, annotation (Romanian, English), key concepts, list of abbreviations, 145 text pages, 32 of tables, 33 figures, 14 appendices.

Publications on the topic of the thesis: 16 scientific works. **Key concepts:** artistic excellence, artistic skills, artistry, indicators, descriptors and values of artistic excellence. **Field of study:** General theory of education.

The purpose of the research: the theoretical conceptualization of artistic excellence, the development and experimental validation of the Technology of training artistic excellence of primary school teachers.

Research objectives: establishing the epistemological foundations of artistic excellence and artistic skills in the context of the professional training of teachers; elucidating the specifics of the artistic excellence training of primary school teachers; the scientific conceptualization of the theoretical model of the AE of teachers; the development and experimental validation of the Technology of training artistic excellence in the context of the professional training of primary school teachers; the step-by-step description of the dynamics of the formation of the artistic excellence of teachers; formulating scientific conclusions regarding the formation of artistic excellence of primary school teachers.

The novelty and scientific originality of the research reside in: establishing the epistemological foundations of artistic excellence in the context of the professional training of teachers; the systematization of the ideational content, the relevance of artistic skills in the context of professional standards; the scientific conceptualization of the theoretical model of artistic excellence of teaching staff. The results obtained in the theoretical-applied research contributed to the solution of the important scientific problem that resides in the development and implementation in the practice of the education of young students of the *Technology of training artistic excellence in the context of the professional training of teaching staff*, a fact that contributed to the promotion of artistic excellence in the environment educational from primary education.

Results obtained that contribute to the solution of the important scientific problem in research aim at: the epistemological foundations regarding artistic excellence and artistic skills in the context of the professional training of teachers; the specifics of the artistic excellence training of primary school teachers; The theoretical model of the artistic excellence of teachers; The training technology of artistic excellence in the context of the professional training of primary school teachers; scientific conclusions regarding the formation of artistic excellence of primary school teachers.

Theoretical significance of the research is supported by the identification of artistic excellence specific to the teaching profession; clarifying the meaning of terms specific to artistic pedagogy; specifying the determining factors of the formation of artistic excellence of primary school teachers; the scientific argumentation of the relevance and necessity of the formation of artistic skills from the perspective of professional standards for the teaching profession; creating new knowledge in the field of University Pedagogy by defining and expanding the meaning of the notion of artistic excellence of teaching staff, of the artistic profile of teaching staff; the development of values, indicators, descriptors and evaluation criteria of artistic excellence and the formulation of scientific conclusions regarding the formation of artistic skills of primary school teachers. **Value of the research** is represented by the theoretical-praxiological contribution to the development of the university pedagogical curriculum by integrating the disciplines specific to artistic pedagogy; the development of the university curriculum by including the discipline Artistic skills of the pedagogue for the specialties Pedagogy in primary education and Preschool Pedagogy in the context of professional standards; the elucidation of the levels and specifics of the training of the artistic skills of primary school teachers, the elaboration and experimental validation of the Technology of training artistic excellence in the context of the professional training of primary school teachers, the step-by-step description of the dynamics of the training of the artistic skills of teachers, the elucidation of the experiences of the formation of artistic excellence, in general, and of the professional culture of primary school teachers, the delimitation of the good experiences that can be exploited for the formation of the professional culture of the teachers. Experimental results and research conclusions can be used in reconsidering existing conceptions regarding the system of professional training of teachers.

Implementation of the scientific results was achieved through the conceptualization and experimental validation of the Theoretical Model of artistic excellence and the Technology of training artistic excellence in the context of the professional training of primary school teachers at the „Alecu Russo State University” from Bălți.

POSTOLACHI Iulia

**METHODOLOGY OF TRAINING ARTISTIC EXCELLENCE
OF TEACHERS IN PRIMARY EDUCATION**

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Specialty 531.01 - General Theory of Education

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